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ABSTRACT

This monograph describes a training course for human services personnel which covers a major function of comprehensive manpower development programs. The course provides experience with the skills, knowledge and attitudes necessary for contact work with employers and educators. Job development is a process which includes the creation, selling and maintenance of job opportunities with employers for the benefit of placing clients (especially the hard-to-employ) from the job developer's agency. Training involves the design and delivery of educational programs to prepare and advance candidates in employment settings. (Author)

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JOB DEVELOPMENT AND TRAINING — HRD 368
A Higher Education Course Monograph

No. 1 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

Prepared Under:
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June 1975

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NATIONAL INSTITUTE OF EDUCATION

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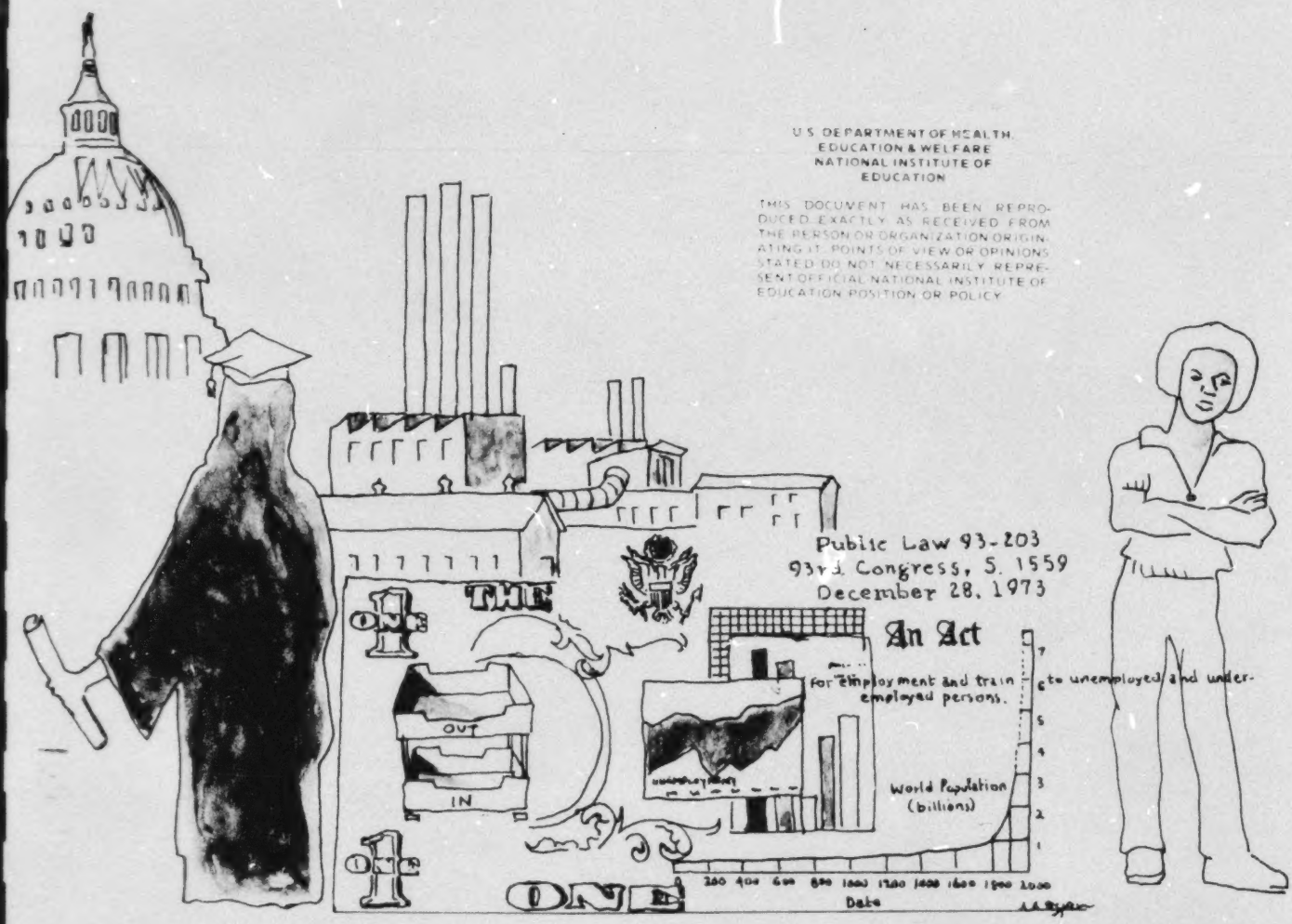

Job Development and Training - HRD 368

A Course Monograph

Developed by
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Rochester, Michigan

PUBLISHED BY:

Manpower Development Higher Education System
School of Education
Oakland University
Rochester, Michigan, 48063

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William F. Moorhouse

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15. Supplementary Notes One of a series of descriptions of training courses under development to form a model undergraduate system of higher education for current and future Manpower agency employees.

16. Abstracts

A description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Job Development and Training provides an introduction to the employment strategies called job development and training. The course provides experience with the skills, knowledge and attitudes necessary for contact work with employers and educators. Job development is a process which includes the creation, selling and maintenance of job opportunities with employers for the benefit of placing clients (especially the hard-to-employ) from the job developer's agency. Training involves the design and delivery of educational programs to prepare and advance candidates in employment settings.

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, HRD 368 - Job Development and Training, is a specialty course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by Janice M. Guerriero, a faculty member who has served for a number of years in the design of education for employee groups.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

(313) 377-4171

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

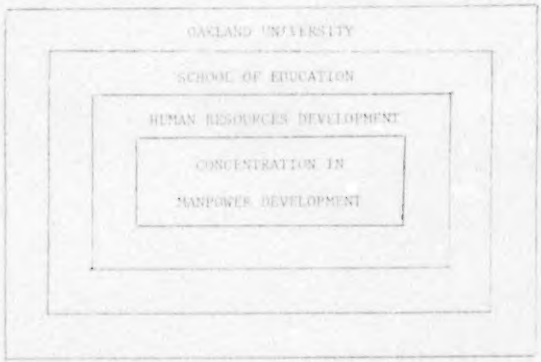


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

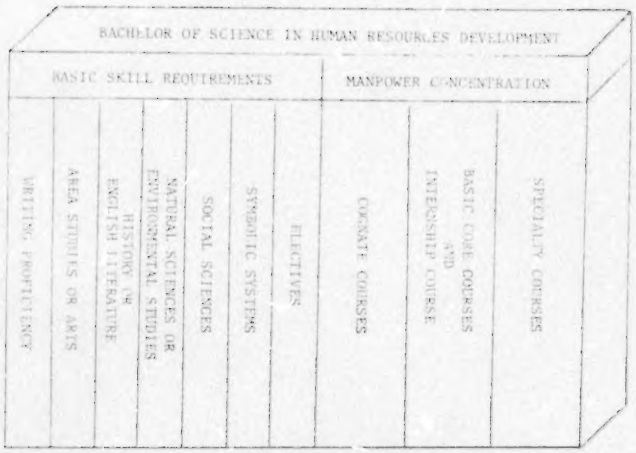


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

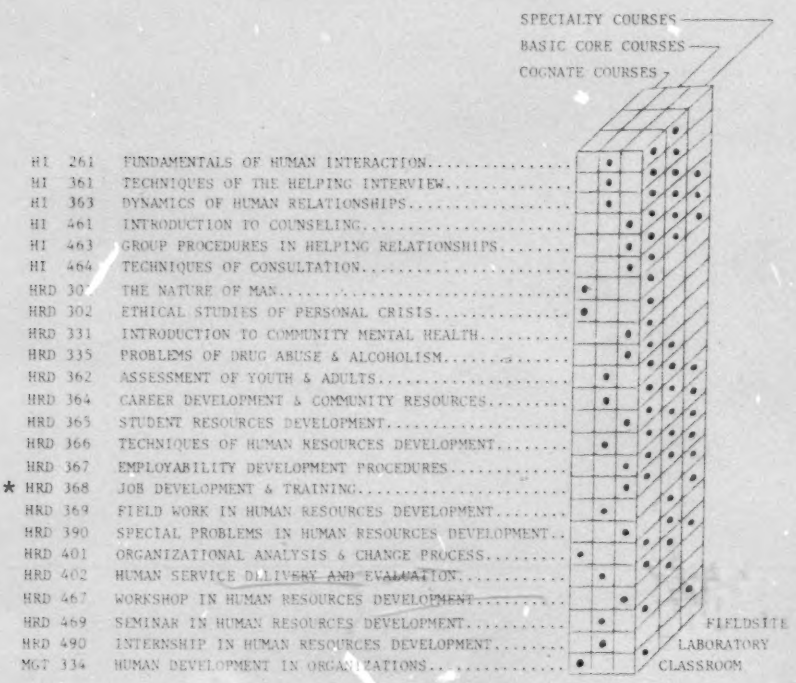
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

*HRD 368 Job Development and Training is a specialty course within the HRD curriculum and utilizes classroom, laboratory and field site strategies.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION
HI 361 TECHNIQUES OF THE HELPING INTERVIEW
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS
HI 461 INTRODUCTION TO COUNSELING
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS
HI 464 TECHNIQUES OF CONSULTATION
HRD 301 THE NATURE OF MAN
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD 362 ASSESSMENT OF YOUTH & ADULTS
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD 365 STUDENT RESOURCES DEVELOPMENT
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES
* HRD 368 JOB DEVELOPMENT & TRAINING
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD 402 HUMAN SERVICE DLLIVERY AND EVALUATION
HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS
FIELDSITE
LABORATORY
CLASSROOM

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

Job Development and Training provides an introduction to the employment strategies called job development and training through classroom activities and application in selected settings. It is designed to prepare students to assist applicants who are unemployed or underemployed. Students learn ways to work with employers to develop jobs and/or on-the-job training for the applicants and with educators to design appropriate training courses which will qualify applicants for job placement.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

With the inception of the Manpower Institution Grant (MIG) funds came the opportunity to develop a four credit hour course to be called Job Development and Training.

The development of this course was influenced by two main factors:

a) a defined need for specific skills for manpower practitioners which appeared in the general survey done at the time of the human resources development degree program proposal and

b) this university's successful training institutes for state employment service personnel.

The course was designed just prior to Fall Term 1974. A recruiting brochure (Exhibit 1) was prepared and mailed to students in the HRD program as well as appropriate agencies and organizations in the area. Thirty-four participants enrolled in response to the advance promotional efforts.

A tabulation of items* from a student information questionnaire (Exhibit 2) yielded the following data:

Employed:
61% working full-time at paid employment
Of those, 38% social service agencies
42% automotive and business

Academic Program:
50% are students in the HRD program area
41% of those are manpower concentration majors
Students from other areas: psychology, business or undeclared

Goals:
Student goals for taking the course fell into 3 broad categories:
41% basic desire to help people and obtain the skills to do so
17% increase chances for personal success on job by gaining skill competencies
14% specific goal of vocational guidance and helping the hard-to-employ obtain jobs

The course was then developed following the Course Development Model in Appendix A.1.

2.2 Description of Module Development

The individual instructional modules were constructed to incorporate three dimensions:

*Not all students completed all items.

OPEN TO ANYONE interested in learning more about job development and training. Of special help to

*Training and personnel staff

*Manpower and human resources development specialists

*Job development technicians

*EEO coordinators

COURSE DESCRIPTION: Focuses on skills and resources needed to develop jobs and employe training programs; working in or with agencies offering manpower training and employability development (bus., gov., industry). Systems approaches, need assessment, performance appraisal, accountability, evaluation and follow-up.

CLASS ACTIVITIES:

- Lectures
- Group Discussion
- Student Presentations
- Guest Speakers
- Reading Assignments

FIELD EXPERIENCE: An on-site assignment with a job development specialist or trainer.

CREDIT: 4
Ugrad = HRD 368 Grad - By request

Prerequisites: None

Eligibility: Open to anyone. If you are not already an O.U. student, you may sign up for one course as a non-matriculating student without being admitted to a degree program.

DATES: Sept. 5 - Dec. 5, 1974

TIME: Thursdays 6:30 - 10 p.m.

PLACE: Oakland Univ. Campus
272 S. Foundation Hall

TUITION: Ugrad $76 Grad $96
Reg., fees, books, extra

REGISTRATION: For on-campus evening courses - Office of Registrar, 161 N. Foundation Hall, week of August 26.
Daily 8:30 a.m. to 6:30 p.m.
Friday 8:30 a.m. to 3:30 p.m.

INSTRUCTOR: Janice M. Guerriero
Director of Business Education
Division of Continuing Education
Oakland University

Developer of award winning training programs for business, industry, and professional organizations such as GMC, Ford, IRS, City of Pontiac, American Assoc. of Industrial Nurses.

FOR MORE INFORMATION: Call
Office of Human Resources Dev.
School of Education, O.U.
377-4170

EXHIBIT 1

RESERVATION - Please reserve a place for me in Oakland University's HRD 368 - Job Development and Training.

Name: _____ Phone: _____ Work: _____

Home Address: _____ City: _____ Zip: _____

Present Position: _____ Company: _____

Ugrad: _____ Grad: _____ Program: _____

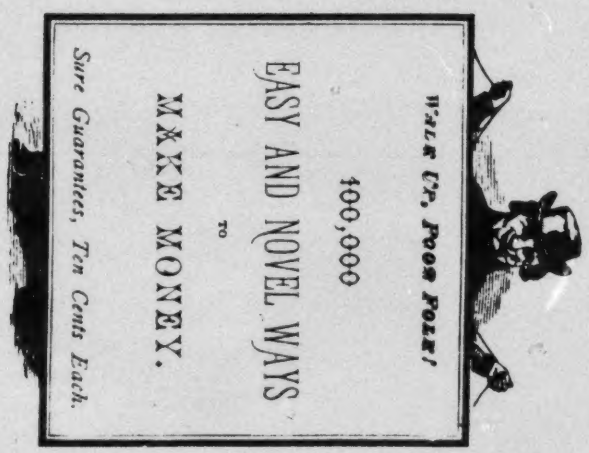
Detach and mail in envelope to: Wm. Moorhouse, Director Human Resources Development Dept.
School of Education, Oakland Univ., Rochester, MI 48063.

OAKLAND UNIVERSITY
School of Education

HUMAN RESOURCES
DEVELOPMENT DEPARTMENT

offers

JOB DEVELOPMENT AND TRAINING
(HRD 368)



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a) topic areas
b) competencies within topic areas
c) time utilization

Appendix A.2 contains the Instructional Module Development Model.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals

To develop a conceptual model of the job development and training processes

To use a systems approach to need assessment, job development and training

To identify and practice a composite of skills used by job developers and trainers

To gain practical experience through field assignments and exposure to practitioners

To become familiar with employment requirements/opportunities for job developers and trainers.

3.2 Course Content

Nature of job development and training in an organizational setting

3.21 Organizational structure
3.22 Functions of job development and training
3.23 Theoretical structure
3.24 Legal and political influences
3.25 Application

3.3 Overview of Instructional Strategies

During this course short lectures and demonstrations were used by the instructor to present cognitive material. Discussions were used to stimulate input from students.

Frequent topical lectures were also made by guest faculty members, practitioners from the field and students.

There was one required and one recommended text. A selected bibliography was provided for additional reading assignments. These items are listed in Appendix A.3.

In addition to working as one large group, the class was subdivided for small task groups, field assignments and independent or self study.

The three-hour time block for each class period was broken down into 30-minute activities such as individual or team exercises, student presentations or demonstrations and class discussions. 60-minute blocks were used for lectures, guest presentations, small task groups and tests. Students spent time outside class in one or more four-hour field visits as well as self-study.

3.4 Assessment System

Pre-Assessment System

A survey of students' accomplishments and needs was obtained from questions 8-11 on the "Human Resources Development Questionnaire" (Exhibit 2) which is completed by student on the first night of class. This information is then used to modify or supplement the course content.

Interim Assessment System

For this course students performed a dual purpose activity in which they constructed their own test as an in-class exercise in developing assessment tools. (Test appears in Appendix A.4). The test covered mastery of text and other theoretical material. Working in small groups, each team worked on different questions. The total test was then put together along with some additional questions from the instructor and given as a regular test the following week. This check was used by students as a mid-course progress evaluation.

At least every third class session students were asked to share verbally how they felt about their progress in class--mastery of course material, satisfactions, criticisms, changes, etc.

Terminal Assessment

During the last class session students were asked to respond in writing to a verbal cue: "If tonight were actually the first session of this class, how would you like the course to be for you over the coming term?" Students were asked to view the course as a whole now that they were at the completion point. This exercise rendered specific contributions which were extremely valuable in making future changes in the course (see Section 5.3).

EXHIBIT 2

Oakland University
Human Resources Development

UNDERGRADUATE STUDENT QUESTIONNAIRE FOR HI AND HRD COURSES

1. Name_____ O.U.#_____ Date_____

2. Mailing Address_____

_____

3. Office Phone_____ Home Phone_____

4. Are you now working?_____(a) if so, what do you do?_____

_____

(b) where are you employed?_____

5. Describe other work experience you have had, indicating length of time.

_____

_____

6. What other HI or HRD courses or related courses have you taken?

_____

7. Total Semester Hours Completed at Oakland University:_____

Elsewhere:_____

8. In what area are you majoring?_____

9. Who is your major advisor at Oakland University?_____

10. What are your special interests within the area of this course that you may want to pursue in greater depth on an individual or group basis?_____

_____

_____

____ Check here if you wish to be on the Human Resources Development mailing list.

11. What background do you have in areas related to this course?

12. What are your expectations for this course? (Outcomes, topics to be included, etc.)

13. Other information you want to share

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

To ensure mastery of course content, five instructional modules were designed to integrate major topic areas and the related competency attainment into the course time frame. Appendix A.2 contains the model used for the development of the modules. This course was delivered in 14 three-hour classroom sessions plus outside work. The modules were delivered as follows:

Module Number	Title	Number of Class Sessions
1	"Organizational Structure"	2
2	"Functions of Job Development and Training"	3
3	"Theoretical Structure"	2
4	"Legal and Political Influences"	3
5	"Application"	2

4.1 Module 1 "Organizational Structure"

4.11 Rationale: The purpose of this module is to outline the organizational setting in which job development and training occur.

4.12 Instructional Objectives

4.121 Terminal Objectives: Students will demonstrate mastery of cognitive information from this module on a written test.

4.122 Interim Objective: Students will begin pointing out comparisons between this structural model and their actual work setting.

4.13 Description of Instructional Content

4.131 Overview of management functions

4.132 Personnel functions within the management process

4.133 Job development and training as personnel functions

4.14 Description of Instructional Strategies

Using two class periods, students will listen to a lecture on the module topic. (Lecture outline is reprinted in Appendix A.5). In small groups of six to eight, students will compare the topic ideas with their actual work settings. One spokesperson for each group will summarize the discussions and report when the total group convenes.

4.15 Evaluation Process

Evaluation of this module is determined by 1) test measurement and 2) correct use of the concepts and terminology verbally in class and in written assignments.

4.2 Module 2 "Functions of Job Development and Training"

4.21 Rationale: The purpose of this module is to describe the processes of job development and training as employment support strategies.

4.22 Instructional Objectives

4.221 Terminal objectives

a) Student will be able to correctly draw two simple systems diagrams, one showing the job development process and one outlining the training process.

b) Student will correctly match the roles with the activities and qualifications of a job development team.

c) Student will list basic duties and educational resources available to organizational trainers.

d) Student will describe target groups and individual profiles of typical hard-to-employ persons.

e) Students will inventory their own existing skills as well as skills to be acquired to perform as a job developer or trainer.

4.222 Interim objective

Students will be made aware of the functions and roles they will role play in class and observe and record on field assignments.

4.23 Description of Instructional Content

4.231 Flow chart of the steps in both job development and training

4.232 Roles, duties and tasks of job developers and trainers

4.233 Model for skills identification and prioritizing

4.24 Instructional Strategies

Using three class periods:

a) students will listen to several short lectures by the instructor organized around the appropriate chapters from the required text and the recommended text (books listed in Appendix A.3).

b) a faculty member whose specialty is life-skills identification will conduct a three-hour workshop in skills identification and prioritizing for the total group. (See Appendix A.6 for workshop outline).

c) a job development specialist from a local federally-funded agency will present a slide-film presentation on the role of the agency in preparing handicapped persons for employment.

4.25 Evaluation Process

Evaluation of this module will be covered by 1) test measurement of cognitive information, 2) participation in skills workshop indicated by written summary of experience.

4.3 Module 3 "Theoretical Structure"

4.31 Rationale: The purpose of this module is to incorporate two important systems concepts into the cognitive input in the course: Human Systems Theory and Job Development and Training Models.

4.32 Instructional Objectives

4.321 Terminal objective

Student will be able to draw simple systems charts and design models which represent job development and training activities.

4.322 Interim objective

Student will develop the skills of system and model building for use with this course content as well as other applications.

4.33 Description of Instructional Content

4.331 Human Systems Theory

4.332 Job Development and Training Models

4.34 Description of Instructional Strategies

Using two class sessions:

a) a guest faculty member who is a systems specialist will

present a lecture and exercise session focusing on the use of systems and models to facilitate the management of job development and training. (Appendix A.7 contains an outline of this systems presentation).

b) instructor will present and guide the class through a need analysis model which represents a systems approach to training.

4.35 Evaluation Process

Students' ability to use systems models will be evaluated through written assignments where models are required to describe course-related processes.

4.4 Module 4 "Legal and Political Implications"

4.41 Rationale: The purpose of this module is to supply the legal and political factors which directly and indirectly influence job development and training.

4.42 Instructional Objectives

4.421 Terminal objectives

a) Student will be familiar with the legislation and case precedents which affect job development and training.

b) Student will recognize the political strategies in terms of what is seen as advantageous or disadvantageous in job development and training activities.

4.422 Interim objective

Student will begin to account for the discrepancies between the models/theories and the realities of job development and training.

4.43 Description of Instructional Content

4.431 Affirmative Action Legislation: Order 4 and Title VII of the Civil Rights Act of 1964

4.432 Equal Employment Opportunity (EEO)

4.433 Union involvement

4.44 Description of Instructional Strategies

Using three class sessions:

a) instructor will present a short overview of legal and political practices relative to management use of job development and training.

b) a team of class members will present an explanation of Order 4 and Title VII of the affirmative action legislation.

c) students will form small groups to discuss the implications of the legislation.

d) a student will present the results of an investigation of a private employment agency which prepares minority (black and female) candidates for management positions.

e) a student will provide a video tape presentation produced by her employer (Pontiac Motor Division) in which the company demonstrates their hiring and promotion practices of minority and handicapped persons. Class will critique political strategy of the film.

f) a panel of personnel and training executives from Chrysler Corporation will respond to students' advance-prepared questions about management and personnel practices, union involvement, private sector response to job developers' efforts and employment opportunities.

4.45 Evaluation Process

The results of this module will be evaluated by observing and recording the individual's participation in the presentations as well as degree of recognition shown in the written content of the field site reports.

4.5 Module 5 "Application"

4.51 Rationale: The purpose of this module is to provide directions, examples, some experiences and feedback for the outside field application of course content.

4.52 Instructional Objectives

4.521 Terminal objectives

a) Student will practice skills in role play situations and will work effectively as a team contributor.

b) Student will write an observer's report of a field site visit using the designated concepts and models.

c) Student will identify employment/labor market

statistics and resources used by job developers in both public and private sectors.

d) Student will write a brief job description for a job developer and a trainer, listing three organizations for each which are appropriate for job seeking.

4.522 Interim objective

Student will build a hierarchy of skills and cognitions required to role play in class and act as an observer in field site visits.

4.53 Description of Instructional Content

Directions, Coaching and Practice

4.531 Role playing in class

4.532 Visits from practitioners

4.533 Field site visitations

4.534 Current labor and employment data

4.535 Job opportunities for participants in job development and training

4.54 Description of Instructional Strategies

Using two class sessions:

a) students will review interviewing skills and practice in pairs using a real interviewing form developed for a university consulting project. (Interview questionnaire appears in Appendix A.8).

b) students will listen to a presentation of an industrial manpower planner and interact informally in a question-and-answer session.

c) a student will present materials and an explanation of the purposes of the American Society for Training and Development (ASTD). Students may join this organization and/or form a student chapter.

d) students will complete interaction appraisals for each other based on perceived group and team cooperation.

e) students will visit a job development or training site and complete the "Field Report" form (Exhibit 3).

EXHIBIT 3

FIELD REPORT - SITE VISITATION

Student Name: _____

Company Name: _____

Address: _____

Product or service of company: _____

Name of Sponsor: _____

Date of Visit: _____ # Hours on site: _____

Dept. Visited: _____

General functions of Dept.:

Staff Arrangements:

Observations: (i.e. environment, people, interaction, anything unique)

Analysis: (Relate information gained to course content: job development process or roles, mgt, structure, systems, etc.)

Signed: _____ _____

Student Field Sponsor

Attachments: you may attach additional observation and analysis sheets, company brochures or pamphlets, organizational charts, etc.

f) students will obtain and compile labor and employment data relevant to the performance of job development and training and also focusing on the job opportunities in these fields.

4.55 Evaluation Process

This module will be evaluated by

a) averaging students' interaction ratings,

b) grading field reports and interview questionnaires according to pre-established guidelines.

5.0 CONCLUSION

5.1 Evaluation

5.11 Student Performance

Shortly after the beginning of the course five categories for graded work were identified as well as the minimum acceptable standards for each:

Text
test
Project
Attendance
Assignment

Minimum requirements within each category were explained. As students completed work, their grades for each category were recorded on a "Progress Report" from (Exhibit 4). Final evaluation of student performance was an average of the grades for the work in these categories, which was the student's final grade.

5.12 Program Performance

The Oakland University Department of Education's course evaluation form "Student Perceptions of Teaching-Learning Effectiveness" (Exhibit 5) was used to evaluate course and instructor performance.

5.2 Summary

In summary, Job Development and Training was designed to offer beginners an introduction to and theoretical grounding in the field as well as a variety of interaction experiences with other students, faculty and practitioners. The intent was to sample many areas and to encourage students to pursue additional course work in the sectors they found inviting.

5.3 Recommendations

After reviewing the instructor's view of the workability of this pilot format as well as the students' responses on the course evaluations, the following changes are being considered.

a) Separate the training component from the job development component. The training function could easily be a separate course and would make a good sequence step to be taken after the job development course.

b) Divide the class time utilization differently. It might be very advantageous in a course such as this to provide a con-

EXHIBIT 4
PROGRESS REPORT HRD -368

Name: _____

1. Did you read the complete text? Yes_____(3.0) No_____ 1._____

2. Test Score: _____ 2._____

3. Project - Choice of at least one: 3._____

   a) Class presentation
      Date: Topic: Length:

   b) Field Trip
      Date: Location: Supervisor:

   c) Field Supervisor
      Dates: Location: # Students:

   d) Speaker
      Date: Topic:

   e) Book Report
      Title: Date expected:

   f) Other (see me)

4. Attendance: 11/13 = 3.0 CIRCLE ABSENCES; 4._____

   Sept. 5 12 19 26 Oct. 3 10 17 24 31 Nov. 7 14 21 Dec. 5

5. Three-Question Assignment, Due Nov. 14 5._____

EXTRA WORK: List and mark "planned" or "done"

	Planned/Done
a) _____	EW_____
b) _____	EW_____
c) _____	EW_____
d) _____	EW_____
e) _____	EW_____

EXHIBIT 5

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five-point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

	HIGH				LOW
Part 1					
1. I felt motivated to perform at a high level in this course.	5	4	3	2	1
2. I did related readings and/or discussed related topics outside of class.	5	4	3	2	1
3. When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments.	5	4	3	2	1
4. When a question comes up in conversation, I can recall relevant information.	5	4	3	2	1
5. I developed increased awareness of ways to contront problems in this field.	5	4	3	2	1
6. In confronting new problems, I can use general ideas or techniques from the course to solve them.	5	4	3	2	1
7. I maintained or increased my interest in the field.	5	4	3	2	1
8. I developed significant understandings or skills in the field.	5	4	3	2	1
9. I became aware of implications and applications of the subject matter in my own life.	5	4	3	2	1

	HIGH				LOW
10. I played an active role, rather than a passive one, in mastering the content of this course.	5	4	3	2	1

Part II

11. Were the courses objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14. Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned?	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

11/73

centrated period of cognitive information followed by an equal amount of time spent at a field site.

c) There is some unnecessary overlap in the content of some of the modules which could be eliminated by careful planning of future sessions of the course.

d) It might be advantageous to change the order of presentation of some of the modules. Specifically, to change Module 3, "Theoretical Structure," to second position and move Module 2, "Functions of Job Development and Training," to third position.

APPENDIX A.1

COURSE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Course Purpose
- 1.2 Locate Course Within Curriculum

2.0 CONCEPTUALIZE THE COURSE

- 2.1 Identify Course Goals
- 2.2 Identify Major Course Topics
- 2.3 Describe the Client System

3.0 DESIGN THE COURSE STRUCTURE

- 3.1 Formulate Course Objectives
- 3.2 Describe the Course Content
- 3.3 Present An Overview of the Instructional Strategies
  - 3.31 Describe the Teaching/Learning Activities
  - 3.32 Describe the Instructional Resources
  - 3.33 Describe the Grouping Patterns
  - 3.34 Describe Time/Space Utilization Patterns
- 3.4 Design an Assessment System
  - 3.41 Design a Pre-assessment System
  - 3.42 Design an Interim Assessment System
  - 3.43 Design a Terminal Assessment System

4.0 DESIGN/DEVELOP INSTRUCTIONAL MODULES

5.0 INSTRUCT THE STUDENTS

6.0 EVALUATE PERFORMANCE

- 6.1 Evaluate Student Performance
- 6.2 Evaluate Program Performance

7.0 MODIFY THE COURSE STRUCTURE

WILLIAM JORNS
OAKLAND UNIVERSITY
ROCHESTER, MI

APPENDIX A.2

INSTRUCTIONAL MODULE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

- 2.1 Specify the Terminal Objective(s)
- 2.2 Specify the Interim Objectives

3.0 DESCRIBE INSTRUCTIONAL CONTENT

- 3.1 Inventory Learning Tasks & Subject Matter
- 3.2 Determine Student Input Competence
- 3.3 Specify Actual Learning Tasks & Subject Matter
- 3.4 Organize Instructional Content

4.0 DESIGN/DEVELOP THE INSTRUCTIONAL PLAN

- 4.1 Describe Teaching/Learning Activity
- 4.2 Select/Develop Instructional Resources
- 4.3 Describe Grouping Patterns
- 4.4 Describe Time/Space Allocations
- 4.5 Organize for Instruction

5.0 DESIGN/DEVELOP AN ASSESSMENT SYSTEM

- 5.1 Identify the Assessment Variables
- 5.2 Describe the Assessment Strategy
- 5.3 Select/Develop the Assessment Instruments
- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

WILLIAM JORNS
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INSTRUCTIONAL MODULE DEVELOPMENT MODEL

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- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

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- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

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ROCHESTER, MI

APPENDIX A.3

A Selected Bibliography - HRD 368
JOB DEVELOPMENT AND TRAINING

JOB DEVELOPMENT

*REQUIRED TEXT: Job Development for the Hard-to-Employ, Louis A. Ferman, Institute of Labor and Industrial Relations, Ann Arbor, MI, 1969.

Placement and After: A Manual for Job Coaches and Employment Workers, Jesse E. Gordon, University of Michigan, School of Social Work, Ann Arbor, MI.

Manpower Placement: Service Delivery for the Hard-to-Employ, Yeheskel Hasenfeld, Institute of Labor and Industrial Relations, Ann Arbor, MI, 1973.

Agency-Company Relationships in Manpower Operations for the Hard-to-Employ, Louis A. Ferman and Roger Manela, Institute of Labor and Industrial Relations, Ann Arbor, MI

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*RECOMMENDED TEXT: Training and Development Handbook, Robert L. Craig and Lester R. Bittel, eds., McGraw-Hill Book Company, New York, 1967.

Federal Training and Work Programs in the Sixties, Sar A. Levitan and Garth L. Mangum, Institute for Labor and Industrial Relations, Ann Arbor, MI, 1969.

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Principles of Management, programmed learning aid, George R. Terry, Learning Systems Company, Homewood, Illinois, 1970.

Management of Organizational Behavior, Paul Hersey and Kenneth Blanchard, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1972.

Staffing Policies and Strategies, Dale Yoder and Herbert Heneman, Jr., eds., BNA Books, Rockville, Maryland.

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Interpersonal Peacemaking: Confrontations and Third Party Consultation, Richard E. Walton, Addison-Wesley Publishing Company, Reading, Mass., 1969.

COMMUNICATION: INTERVIEWING SKILLS

Interviewing: Principles and Practices, Charles J. Stewart and William B. Cash, Wm. C. Brown Company Publishers, Dubuque, Iowa, 1974.

APPENDIX A.4
TEST - HRD 368
Job Development and Training

Part I - Objective
25 answers, 2 points each = 50 points

Short Answer - Fill in the blanks

1. List 4 of the 8 major barriers to employment for the hard-to-employ:

   1) _____ 3) _____

   2) _____ 4) _____

2. Two of the basic aspects of job development are:

   1) _____

   2) _____

3. Three groups that are most affected with anxieties because of hiring disadvantaged workers are:

   1) _____

   2) _____

   3) _____

4. What are two of the duties of a Job Market Analyst?

   1) _____

   2) _____

True or False - Circle correct answer.	Circle	
5. Job creation refers to the creation of professional employment opportunities.	T	F
6. One of the major problems in job development is the development of goals reflecting idealism or ideology without any reference to factual information sources or the resource capacities of the agency.	T	F
7. The responsibility of the job developer ends at date of employment.	T	F
8. It is better to work through industry or business associations rather than with individual companies.	T	F
9. Job development for the poor is considered a standardized process that should be strictly adhered to.	T	F

10. Knowledge of corporate structure and function is a key asset to a job developer. T F

11. Job development activities must be integrated into a smooth working team and also provide a common identity between staff members who are doing the same work. T F

12. Moving the hard-to-employ into jobs that are desired by high seniority union workers will be viewed as an asset. T F

13. The Employment Specialist should usually possess some previous experience in corporate employment/personnel work. T F

Multiple Choice - Circle correct answer

14. The best labor market information is developed and filed by
    a) Welfare Department
    b) State Employment Service
    c) Department of Social Services

15. The Placement Specialist who must be capable of managing community and agency resources to make the client "job ready" would not be concerned with which of the following:
    a) providing counseling to give the client a realistic view of the work environment that the hard-to-employ worker is entering:
    b) providing access to medical services, tools, or transportation facilities when necessary to improve the opportunity for employment.
    c) advising supervisors on handling of problems related to the hard-to-employ worker.

16. Which of the following strategies or approaches is not appropriate in approaching a prospective employer for your hard-to-employ clients:
    a) benefits to company
    b) utilization of community labor market
    c) moral conviction or social obligation appeal
    d) none of the above

17. Which of the following statements is not an organizational consideration in job development:
    a) team effort
    b) change during growth period
    c) constant job rotation
    d) develop a sense of group identity

Short Essay

18. What are some of the differences in "power structure" and "kinds of influence" in
    a) private sector

18. b) public sector

Part II - Subjective Analysis
Possible: 50 points

The following questions make up the other 50% of this test. Answers will be scored on the basis of

1) ability to use new terms and material correctly
2) awareness of what's going on in course content and in your own life
3) logical and well-constructed answers
4) consistency and avoidance of repetition
5) honesty-amount of self reflected in answers

Read all questions first before you start.

1. What did you learn from the text that was:

   a) New to you (summarize or outline general topics)

   b) Turned you on:

   c) Turned you off:

2. What was the test construction experience in class like for you in terms of (comment briefly)

   a) learning or not learning text material

   b) what you discovered about test construction

2. c) group and interpersonal behavior

   d) what you learned about yourself - especially in terms of skills or qualities

3. Was this classroom experience pleasurable or unpleasurable and why?

4. List 3 things you would like to be exposed to in this course.

APPENDIX A.5

STAFF DEVELOPMENT AND TRAINING

LECTURE OUTLINE

"Staff Development and Training"

Lecture notes from
Janice M. Guerriero
School of Education
Oakland University
June 14, 1974

Content Outline

I. Management

A. Theory
B. Models
C. Processes

II. Staffing

Education, Training and Development

III. Organizational Development (OD)

Role of the Trainer

IV. Psychological Environments

Impact on Employee

Sources:

Clients Come Last, Volunteers and Welfare Organizations, Esther Stanton, Sage Publications, Beverly Hills, California, 1970.

Principles of Management, programmed learning aid, George R. Terry, Learning Systems Company, Homewood, Illinois, 1970.

Training and Development Handbook, Robert L. Craig and Lester R. Bittel, eds., McGraw-Hill Book Company, New York, 1967.

Management of Organizational Behavior, Paul Hersey and Kenneth Blanchard, Prentice-Hall Inc., Englewood Cliffs, N.J., 1972.

Management of Human Resources, Pigors, Meyers, and Malm, McGraw-Hill Book Company, New York, 1964.

The Adult Learner: A Neglected Species, Malcolm Knowles, Gulf Publishing Co., Houston, 1973.

"Psychological Environments: Expanding the Scope of Human Ecology," Paul M. Insel and Rudolf H. Moos, American Psychologist, Volume 29, March 1974, Number 3.

I. Management

How staff development fits within the management perspective

A. Management Theory

Modern management theory looks at patterned variations - situational differences.

Management theory is important to all categories of organizations: business, government, medicine, education, volunteer organizations, church and the home.

View management as a system or model for behavior within (not between) organizations.

B. Management Models

Models are theoretical constructs or abstractions, the real is determined by analysis of the departure from the model. Models also are combined rather than pure (in the real world).

Some groupings of modern management models:

1. Process or operational model - based on what a manager does
2. Social system model - based on cultural interrelationships
3. Systems model - based on two or more components where change in one incurs a change in the other(s)
4. Quantitative model - the logic or data model
5. Human behavior model inter- and intra-personal relationships and their effect on management.

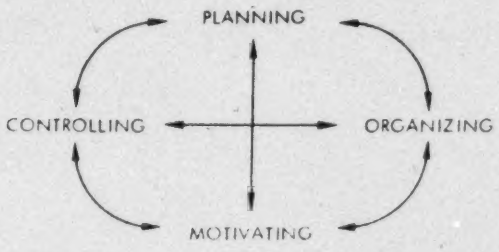
I favor the human behavior model - see an organization as a unique living organism whose basic component is the individual, hence the importance of the interaction of people, motivation and leadership.

A common theme found in most definitions of management is "WORKING WITH AND THROUGH INDIVIDUALS AND GROUPS TO ACCOMPLISH ORGANIZATIONAL GOALS".

Achieve these goals through leadership to be successful . . .

C. Management Processes

Main Managerial Functions



From: Management of Organizational Behavior
Hersey & Blanchard

Common Duties:

1. Planning - setting goals and objectives for organization and developing work maps showing how these goals and objectives are to be accomplished. Once plans are made:

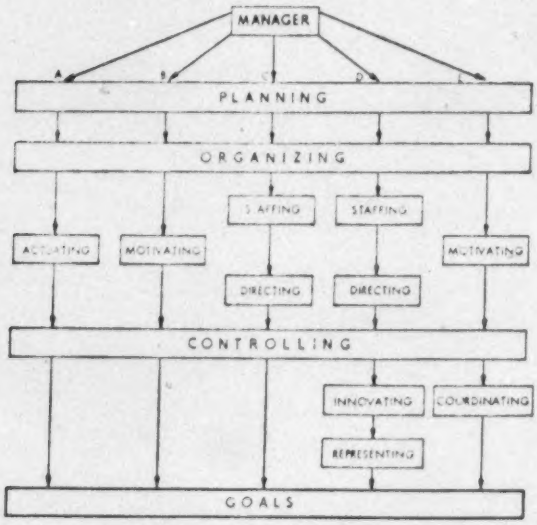
2. Organizing - bringing together resources, people, capital and equipment in most effective way to accomplish goals -- integrate resources.

3. Motivating - refers to level of performance required of employees to influence how efficiently organizational goals will be met. (Such as directing, communicating and leading). (Low motivation as bad as low ability).

4. Controlling - feedback of results and follow up to compare accomplishments with plans and to make appropriate adjustments when outcomes have deviated from expectations.

Another view of management functions:

Fundamental functions making up management process (five combinations, A, B, C, D, E, are shown)



From: Principles of Management
George R. Terry

II. Staffing

*Staffing includes

acquiring

pacing — members for positions called for by the organizing work.

maintaining

Manpower requirements are defined, candidates for positions are recruited and selected and incumbents are appraised and developed.

Emphasis is on the importance and quality of managers throughout the spectrum of management.

Staffing is personnel function, which is part of the organizing process.

1. Manning the Organization

Staffing (especially management)
right person in right job
-recruiting
-selecting
-promoting

-transferring
-retiring of members

2. Staffing also includes

-training, education and employee development
-manpower planning
-human resources development

Staffing is part of organizing people resources.

Staffing is a management job -- it's the manager who supervises the work flow of his staff.

Staffing involves two top management functions.

1. Policies

2. Personnel administration

Staffing duties include:

1. Job descriptions

2. Employee specifications

3. Recruiting

4. Selection

5. Hiring

Staff maintenance and development generally refers to:

Education and Training

Learning or Relearning Rationale:

Learning - A change process

why change

unbalance between technologic development and social skill which is why organizations fail

difference between successful sciences (chemistry, physics) theory and application

unsuccessful sciences (psychology, sociology, political science) theory but not skills

early contributions to behavioral sciences provided knowledge without effective behavioral change

pure knowledge limited in value unless it can be applied in real situations.

There has been little money devoted to research in the behavioral sciences compared to the amounts spent to develop "things" in the hard sciences.

Definitions of Education and Training

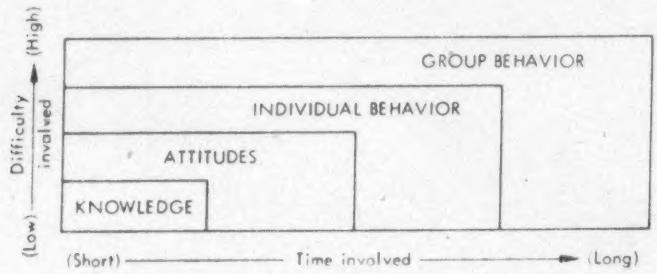
Education: acquisition of the art of the utilization of knowledge

Training: an educational strategy that is job or task related aimed at providing or improving a pertinent skill to increase productivity.

Education: usually outside agency

Training: can be brought in because it's specialized.

Time and difficulty involved in making various changes.



From: Management of Organizational Behavior
Hersey & Blanchard

It is easiest to change knowledge (cognition). Attitudes are harder to change because they have positive and negative emotional CHARGES.

Individual behavior is even more difficult to change, and group behavior is the hardest of all because of the influences of group norms, peer pressure, and the need to belong.

Some reasons to provide education and training

Education and Training

1. Increase productivity profits/delivery: economically viable
2. Employee morale or placating
3. Affirmative action and EEO requirements

4. Acquiring and enhancing specialties

5. Prestige

6. Tax or grant advantages

Short History of Training and Development

Ancient apprenticeships - direct instruction, no literacy

Guilds
Craft training

Industrial era

Factory schools

Association beginnings

Federal government and legislation acts: Manpower Development in 1962

Industrial training associations

War fears: On-the-Job Training (OJT)

Management training emerges
Training directors defined
ASTD formed Amer. Soc. for Training and Development

Two major considerations in staff development

1. Learning Theory: Androgogy - Adult Learning Theory
   Different from the way children learn
   Includes experience overtime

2. Need Analysis: If not responsive to needs, not effective

Politics of Training

-"fix" people
-fear of too smart, too strong
-threatening
-discover something bad
-middle staff a convenient dumping - ground

III. Organizational Development: A Modern Management Model

OD - a process for developing an organizational climate based on social science principles for diagnosing and coping with inadequacies in inter-personal, group, and intergroup behavior in the organization's culture.

OD leads to behavioral changes such as decision making, communication planning, problem solving, and exercise of authority and responsibility.

OD reinforces existing strengths

OD - Value Statement

1. participation of all relevant people
2. individual respect and dignity
3. personal values explicit and public

Phases of OD:

1. Diagnosis
   organizational climate and culture
2. Intervention
   plan for improvement

Training should not result from conscience or convention but as a response to real organizational need.

OD attempts to change social norms and values as a primary mediator of organizational change.

Typical OD interventions:

1. team building
2. survey feedback
3. management of conflict
4. technostructural changes
5. non-traditional training

Individual training programs ineffective unless related to an overt organizational plan for change

Why individual training ineffective:

1. transfer of learning - not at working site
2. critical mass: how many to train?
3. group norms stronger than individual deviance

Individual training works in skill training but not in behavioral or attitudinal change.

Group norms operate - group change takes longer but more effective and perpetuating.

When target for change is the organization, OD is effective for improving organizational performance.

1. morale

2. productivity

In OD, training is seen as an intervention

- should be result of diagnosis

- collaborative effort plan and implementation

- lead to value examination and norm changes in organizational culture

MESSAGE: Training should <u>facilitate</u> organizational change, not attempt to provide it!

All those affected by change should collaboratively diagnose problem and plan interventions.

Consolidate strengths

<u>Trainer is the helper, the facilitator, the consultant</u>.

OD is a therapy model: diagnosis and intervention

It attempts to change an organizational climate made up of attitudes and beliefs.

IV. Psychological Environments

*Human Ecology - distribution of human populations

*Social Ecology - interaction of man and environment - toward maximum human functioning

Environments have personalities just like people.

Murray talked about environmental press on personal needs, called environmental press "social demands of a situation"

We have lots of personality instruments but only a few measures of environmental influence.

We should study environmental press because your perception of your environment influences your behavior. Some studies show type of environment is the strongest influencing factor in a particular behavior.

Patterns in Environments:

1. Relationship dimensions - nature and intensity of personal relationships in environment: involvement and support

2. Personal development or goal orientation - potential for personal growth and self esteem

3. System maintenance or change - maintain control
   orderly and clear in expectations
   responsive to change

TOWARD OPTIMUM ENVIRONMENT: STARTS TO OCCUR WHEN CRITICAL DECISIONS ABOUT CHANGE IN THE ENVIRONMENT ARE IN HANDS OF PEOPLE WHO FUNCTION WITHIN THAT ENVIRONMENT.

WE HAVE A NEED FOR INVOLVEMENT - WHICH MEANS PREDICTION AND CONTROL OVER OUR OWN ENVIRONMENT WHICH MEANS TO US SELF-ESTEEM AND COMPETENCE.

APPENDIX A.6

Work/Life (Career) Planning Process

Chart

JOHN ATLAS
Oakland University
Rochester, Michigan

Process Steps (stages)	Process Objectives	Process Enabling Experiences
WHAT Determining what you want to do with your life. Self Administered Determined by what's inside of you.	Identifying and evaluating your life/work resources (traits and skills), aspirations and expectations.	1. Preparing your WORKING PAPER - your auto-biography. (written, taped and dictated by you) Given your working papers you will: a. Determine your most important achievements b. Determine your personal and occupational interest c. Determine what skills are needed to meet your interest d. Identify, cluster and prioritize your skills and traits. 2. Identifying your preferred living/working conditions 3. Developing your philosophy of live 4. Determining your people's environment 5. Establishing your personal economic preferences 6. Determining your ultimate life goals
WHERE Determining where you want to live and work You are in the driver's seat	Determining and evaluating preferred places. Identifying, evaluating and using occupational information and resources.	1. Determining your geographical preference 2. Surveying for information and resources 3. Determining your ideal job specifications 4. Establishing your immediate job objective
HOW Determining how to get where you want to work and how to stay there once you get there. Directly and face-to-face	Identifying evaluating and employing strategies in getting to your chosen life work, and how to stay there after getting there.	1. Packaging objectives I & II - Putting it all together 2. Targeting (determining and meeting key people) 3. Establishing your operations plan 4. Interviewing 5. Writing your resume 6. Alternatives 7. Identifying, evaluating and employing adaptive skills

APPENDIX A.7
Lecture Outline

HRD 368 - JOB DEVELOPMENT AND TRAINING

1.0 HUMAN SYSTEMS THEORY

- 1.1 Concept of "System"
  - 1.11 Structure
  - 1.12 Process
  - 1.13 Organization (Order)
- 1.2 Types of Systems
  - 1.21 Physical Systems
  - 1.22 Social Systems
- 1.3 Value of Systems Theory
- 1.4 Social Systems Theory
  - 1.41 Characteristics of Social Systems
  - 1.42 Types of Social Systems
  - 1.43 Structural Aspects of Social Systems
    - 1.431 Social Structure
      - 1.4311 Components of Structure
      - 1.4312 Principles of Structure
      - 1.4313 Common Structural Units
    - 1.432 Concept of Relationships
      - 1.4321 Relationships Between Systems
      - 1.4322 Relationships Within Systems
      - 1.4323 System-Environment Relationships
    - 1.433 Concept of Environment
      - 1.4331 System-Relevant Environment
      - 1.4332 Levels of Environment
      - 1.4333 Structure of the Environment
  - 1.44 Process Aspects of Social Change
    - 1.441 Characteristics of Process
      - 1.4411 Action and Sequence
      - 1.4412 Structural-Functional Relationships
      - 1.4413 Performance Cycle

1.44131 Analysis
1.44132 Design
1.44133 Development
1.44134 Implementation
1.44135 Evaluation

A SYSTEM is defined as an assemblage of elements and activities that form an organized whole for the attainment of a specific purpose.

SYSTEM PURPOSE is the goal and/or objective for which the system is established and organized. The purposes of a system are realized through the activity which the elements engage in to produce a predetermined output. Purposes determine the processes required and the processes determine the kinds of elements that will make up the system.

SYSTEM ENVIRONMENT is the larger context in which a system exists. It comprises all things that surround the system and includes everything that may affect the system and that may be affected by the system. A system receives its purpose and input from its environment and a system has to produce an output which satisfies the expectations of the environment.

SYSTEM BOUNDARIES delimit the system space and set it aside from the environment. Boundaries include all those entities which make up the system.

SYSTEM SPACE is the domain which the system occupies as defined by its boundaries.

SYSTEM INPUT is what the system receives from its environment: resources (people, physical objects, materials, money and ideas), expectations, constraints and culture.

SYSTEM OUTPUTS are what the system produces and sends back to the environment.

SUBJECT (CLIENT) is the entity around which the system is organized and which has to be transformed by the system from an input state to an output state.

SUBSYSTEMS are identifiable parts of the total system that perform a major function in achieving the objectives of the system.

ELEMENTS are the specific parts of a subsystem (or system) that are selected to accomplish specific tasks required for the attainment of the objectives of the system. Elements are human, physical or ideological.

SYSTEM PROCESS is a general sequence of action working gradually over a period of time toward an end. A process can be broken down into multiple, quicker operations, tasks and activities.

FUNCTIONS refer to the organized tasks and activities performed by the subsystems of a system in attaining the objectives of the system.

TASKS AND ACTIVITIES are the actual performance of specific steps necessary in the operation of a certain function.

SYSTEM RELATIONSHIPS are the connections between the elements and activities of a system.

SYSTEMS THEORY presents concepts, principles and models that describe the structure, organization and behavior of systems.

SYSTEMS VIEW is a way of thinking by looking at entities as systems, as assemblages of parts which are organized into wholes for the achievement of specific objectives.

SYSTEMS APPROACH is a formal, analytical planning method for progressing from the formulation of objectives to the achievement of those objectives through controlled and orderly specification of the parts of the system and the integration of those parts according to the actions to be performed.

SYSTEMS ANALYSIS is a determination of what needs to be done in order to attain the objectives of a system. It involves the identification of problems, the modeling of the environment and systems in it and the determination of both the resources available and the constraints under which a system will exist.

SYSTEM DESIGN is a conceptual representation of what is needed to achieve the goals of a system. It aims at the construction of a model or blueprint of the system. It involves the specifying of the parts and actions of the proposed system, identifying methods and means for handling them and the selection of the preferred approach.

SYSTEM DEVELOPMENT involves making a reality of the designed model. It involves constructing the actual system from the blueprint and testing it to be sure it is able to achieve the objectives of the system.

SYSTEM IMPLEMENTATION involves installing the system at full performance and monitoring its operation as it attempts to achieve the objectives for which it was established.

SYSTEM EVALUATION is a procedure for monitoring the operation of the system to provide an accurate assessment of progress toward achieving the objectives of the system.

SYSTEM MODELS organize and present system concepts and principles in a scheme. The system models approach involves the use of models to analyze, design, develop, implement and evaluate systems. MODELS may be (1) a representation of a real system, or (2) a theoretical projection of a possible system. MODEL BUILDING is a strategy by which conceptual representation of a system is constructed and from which specific outcomes can be determined.

STRUCTORAL MODELS are a scheme that organizes the concepts and principles that define a system at a given time and displays its organization and structure.

PROCESS MODELS are descriptions of the behavior of a system over a period of time.

APPENDIX A.8

Oakland University
Rochester, Michigan

Manpower Development - Higher Education System

INTERVIEW QUESTIONS FOR
SURVEY OF TRAINING NEEDS
FEDERAL REPRESENTATIVES

A. Primary Areas of Responsibility

1. What do you see as your five major or primary responsibilities?

RANK HOURS

(1)

(2)

(3)

(4)

(5)

2. Rank the responsibilities you have identified in terms of importance in order to accomplish your job?

3. How many hours do you spend, every week in each area of responsibility?

4. How do you evaluate your performance in each area of responsibility?

(1)

(2)

(3)

(4)

(5)

5. Do you feel your job performance could be improved in any area(s) of responsibility in terms of the criteria you have mentioned? If yes, please explain.

B. Supervision

1. How do you and your supervisor work together to accomplish your responsibilities?

2. What could you do to help your supervisor help you accomplish your responsibilities?

C. Training Needs

1. In relation to the five responsibilities which you ranked, indicate what specific type of training you need and how you think this could best be achieved? i.e. need better background in accounting and think you could best get this training at a local college or university.

2. What training is available to you?

3. Do you know people in the Regional office who can provide the types of training and/or information you need so that you can provide good technical assistance to your prime sponsors?

4. Has the training which you have received in the past six months been helpful or not? (week training at the Abbey, T.A.T.C. training sessions this fall)

   If you do not think it has been helpful what would you suggest?

D. Recommendations

1. What would you like to see done with the information from this interview?